

Subject	PSHE
Overall Curriculum	<p>An Daras has used latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p>Our PSHE curriculum covers the National Curriculum (2014) objectives. To achieve this, we use the SCARF scheme of learning – adapted specifically for our school context. The themes covered include:</p> <p>Physical health and fitness:</p> <ul style="list-style-type: none"> ▪ The characteristics and mental and physical benefits of an active lifestyle. ▪ The importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ▪ The risks associated with an inactive lifestyle (including obesity). ▪ How and when to seek support including which adults to speak to in school if they are worried about their health. <p>Healthy eating</p> <ul style="list-style-type: none"> ▪ What constitutes a healthy diet (including understanding calories and other nutritional content). ▪ The principles of planning and preparing a range of healthy meals. ▪ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ▪ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>Health and prevention</p> <ul style="list-style-type: none"> ▪ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ▪ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ▪ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ▪ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ▪ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to allergies, immunisation and vaccination <p>Basic first aid</p> <ul style="list-style-type: none"> ▪ How to make a clear and efficient call to emergency services if necessary.

	<ul style="list-style-type: none"> ▪ Concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Changing adolescent body</p> <ul style="list-style-type: none"> ▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ About menstrual wellbeing including the key facts about the menstrual cycle. <p>Citizenship</p> <ul style="list-style-type: none"> ▪ Developing confidence and responsibility and making the most of their abilities. ▪ Preparing to play an active role as citizens. ▪ Developing a healthy, safer lifestyle. ▪ Developing good relationships and respecting the differences between people.
<p>Pedagogy</p>	<p>Our PSHE curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE and SKILLS. These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.</p> <p>Wisdom</p> <p>Children’s wisdom is developed in the following ways:</p> <ul style="list-style-type: none"> ◆ Taking part in topical and relevant debates. ◆ Using Circle Time to explore issues and make decisions. ◆ Through learning how to make positive contributions to topics under discussion. ◆ Making real and informed choices about their lives. <p>Knowledge</p> <p>Children’s knowledge is developed in the following ways:</p> <ul style="list-style-type: none"> ◆ Listening to and discussing stories/accounts of others’ lives. ◆ Meeting with and talking to other individuals. ◆ Being given the factual information necessary to understand themselves, their bodies and how to be responsible for their health and well-being. ◆ With a mixture of individual, group, whole class and whole school recording and some practical work. ◆ Using a variety of resources, including: fiction and non-fiction books; posters; games; videos; flash cards and ICT. <p>Capabilities</p> <p>Children’s capabilities are developed in the following ways:</p>

	<ul style="list-style-type: none"> ◆ Being given responsibilities for roles within the school community, (eg. Monitors/Playground Leaders/Playground Buddies/ members of Focus Groups). ◆ Meeting with and talking to other individuals. ◆ Developing the skills and confidence to ask for help and advice. ◆ Developing the skills to understand and be in control of their emotions and behaviour. ◆ With a mixture of individual, group, whole class and whole school recording and some practical work. <p>For working in PSHE & C children may be organised in a number of ways: As pairs or individuals; as small groups; as whole class. As mixed age groups with other classes. As a whole school.</p> <p>Teaching Assistants and HLTAs may be used in PSHE & C as deemed appropriate by the class teacher to lead the sessions as appropriate and to support SEN pupils to take a full part within the sessions.</p>
Assessment	<p>Formative</p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils' progress for final summative assessments.</p> <p>Summative</p> <p>It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the criteria in: Sex and Relationships; Drugs Education; Healthy Eating; Health Related Exercise; Emotional Health and well-Being and Citizenship as appropriate to current learning. This is recorded as teacher assessments of skills and abilities against the unit plan. Pupils may produce a final outcome to demonstrate their unit learning. Reports to parents are given via parent meetings and pupils' attainment is reported via an annual report.</p>
Culture	<p>PSHE is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, knowledge and skills.</p> <p>PSHE & C and Online Safety is important because:</p> <ul style="list-style-type: none"> ◆ It develops children's self-awareness and empathy towards others. ◆ It encourages self-esteem and promotes well-being. ◆ It allows children to explore spiritual, moral, social and cultural issues within a safe environment. ◆ It informs children about the main political and social institutions that affect their lives and their rights and responsibilities within this framework.

	<ul style="list-style-type: none"> ◆ It encourages understanding, tolerance and respect of all individuals and the skills necessary to achieve positive, worthwhile relationships with others.
Systems	<p>PSHE & C is a required subject in the National Curriculum. PSHE is taught both through discrete lessons and in cross-curricular subjects, such as Online Safety, Literacy, RE, history, geography, science, PE , art, DT and music. Most elements of PSHE & C are taught through the SCARF scheme units which provide clear learning objectives for children in a carefully structured spiral curriculum. It allows for a cross-curricular approach through whole school themes, which results in shared language and progression that can be planned and assessed.</p>
Policy	<p>www.lewtrenchard.devon.sch.uk/web/curriculum_subject_key_summary_points/627533</p>
Perceptions	<p>The monitoring of the standards of children’s work and the quality of learning and teaching PSHE is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PSHE & C, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of PSHE in the school. Monitoring shows the following of systems are strong. Pupil conferencing has shown that pupils are able to articulate their learning across PSHE and demonstrate a good understanding of the themes covered.</p>